

**COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES**

**Wednesday, January 24, 2018 -- 3:30 – 5:00 PM**

**Iowa Department of Education – ICN Room**

**Those in attendance included:**

- ☐ Linda Allen, President, Hawkeye Community College; and CCC Member
- ☐ Michael Bearden, CCC and State Board of Education Member
- ☐ Bettie Bolar, CCC and State Board of Education Member
- ☐ Barbara Burrows, Chief, Bureau of Community Colleges
- ☐ Heather Doe, Consultant, Bureau of Community Colleges
- ☐ Alex Harris, Administrative Consultant, Bureau of Community Colleges
- ☐ Michael Knedler, CCC and State Board of Education Member
- ☐ Pradeep Kotamraju, Chief, Bureau of Career and Technical Education
- ☐ Mary Ellen Miller, CCC and State Board of Education Member
- ☐ Jeremy Varner, Administrator, Division of Community Colleges and Workforce Preparation
- ☐ Stephanie Weeks, Division of Community Colleges and Workforce Preparation
- ☐ Mike Williams, Consultant, Bureau of Community Colleges

**I. Welcome and Introductions—Mike Knedler, Chair**

Chair Knedler called the meeting to order at 3:30 PM. Members and presenters introduced themselves.

**II. Approval of Meeting Notes—Michael Knedler**

Chair Knedler asked for approval of the notes from the September 13, 2017, meeting of the CCC.

**Motion:** Mary Ellen Miller moved and Michael Bearden seconded to approve the meeting notes.

**Vote:** The motion carried unanimously.

**III. Division Updates—Jeremy Varner**

Jeremy indicated that the Iowa Association of Community College Trustees (IACCT) staff were not able to attend today's meeting as they have a commitment during the same time frame with the IACCT Legislative Seminar. CCC member, Moudy Nabulsi, is also attending the seminar today. It is a great event and our Division also has two staff members presenting at the seminar—Education program consultants, Paula Nissen and Marcela Hermosillo-Tarin. We look forward to MJ Dolan's IACCT update in March.

**Legislative Update**

Jeremy reported that the mid-year 2017 budgets cuts have been proposed. With the Governor's proposal, the legislature will make determinations soon. Cuts will be made to the Department of Education and to the community colleges. We were pleased the Governor's proposals did not propose cuts to the Iowa Skilled Worker and Job Creation Fund (ISWJCF).

### Future Ready Iowa (FRI) Act Legislation

As highlighted in Governor Reynold's [Condition of the State](#) address, FRI legislation was proposed to enhance Iowa's talent pipeline. Building off of the FRI Alliance's [recommendations](#), the legislation aims to ensure 70 percent of Iowa's workforce have postsecondary education or training by 2025. The [legislation](#) includes the following:

- A last dollar scholarship program for credit programs in high demand fields. The scholarship program would target both recent graduates and working adults and would cover the cost of tuition and fees after Pell grants and other state financial aid awards are applied. The program would expand beyond the skilled worker shortage tuition grant by including private and independent colleges.
- A grant program to support bachelor's degree completion in high demand fields.
- A volunteer mentor program to support the scholarship programs.
- A registered apprenticeship development program.
- A youth internship pilot program.
- An online work-based learning clearinghouse.
- A program to support college credit courses for high school students during the summer.
- An employer innovation fund to match private sector spending on training programs.
- FRI staff and marketing.

A variety of other bills have been proposed impacting community colleges, including fiscal year 2017 de-appropriations, career and technical education (CTE) law modifications, elimination of state accreditation, and more. Even with policy language, there is a lot we do not know; it will likely evolve during the session.

### Other Legislative News

- House File 648 – CTE Bill: Passed the House on January 23, 2018, and is being taken up by the Senate. The biggest part of this bill is reimbursement to the disbursement process for Regional Planning Partnership (RPP) funds.
- There was a bill proposed to eliminate the Department of Education, as well as another bill to waive tuition for enrollment in high demand credit and noncredit programs (the cost would be \$60M to the community colleges).
- House File 2071 – Community College State Accreditation Elimination: Jeremy indicated state accreditation is an efficient accountability process created by the community colleges for community colleges using peer reviewers. It is the primary mechanism the State Board has to ensure state standards are met and to address patterns of complaints. Linda Allen added that we revamped the accreditation process and this is the right way to do it. She also said it is meaningful and important for us to have the accreditation report.

### Community College Developmental Education Working Group (DEWG)

The DEWG, consisting of representatives from Iowa's 15 community colleges and the Board of Regents, will meet on January 26 to continue work from its inaugural meeting in October. The working group has reviewed national and state research, consulted with experts in the field,

evaluated best practices, and began to draft initial recommendations. The group has been tasked with conducting a statewide review of developmental education practices and preparing a report with recommendations to enhance student access, retention, success, and completion. The report is expected to be published in March 2018.

In addition to the full working group, four subcommittees were formed to look more closely at specific areas of developmental education, including: intake/advising; assessment/placement; success/retention; and teaching/delivery methods. Their in-depth work will assist the full DEWG as recommendations are drafted.

As a parallel initiative, another state group, the **High School and Community College DEWG**, convened on December 15, 2017, in Des Moines. This group has focused on reviewing local initiatives being piloted by several community colleges and high schools. The working group consists of 14 key individuals involved in current pilot projects where community colleges are working with local high schools to assess and close gaps in reading, writing, and math to ensure students graduate from high school ready for postsecondary education and training.

The High School and Community College DEWG is reviewing the current pilot projects to identify best practices, determine essential components, and make recommendations for a scalable model to find and address gaps early, ensure college readiness upon graduation, and increase student success. These efforts will also help inform the FRI strategies to make progress toward increasing the percent of Iowans who earn postsecondary degrees, certificates, or other credentials. The group is anticipated to meet no more than twice, with the final report and recommendations by the end of February 2018.

#### **IV. Rules: 281 IAC Chapter 32 (Adopt)—Barbara Burrows**

Iowa Code Chapter 259A, relating to high school equivalency diplomas (HSEDs), was substantially amended by 2017 Iowa Acts, House File 473. The State Board was granted additional authority to establish frameworks for additional pathways for completion of a HSED. The proposed new 281 Iowa Administrative Code (IAC) Chapter 32 outlines these pathways. The traditional test-based high school equivalency diploma is maintained. New pathways based on the accumulation of postsecondary credit and completion of postsecondary credentials equal to or beyond an associate degree have been added.

A public hearing was held on October 31, 2017. One person attended and one written comment was received. Both comments were from individuals with United Way of Central Iowa and were highly supportive of this rule making.

**Motion:** Bettie Bolar moved and Linda Allen seconded to move that the CCC recommend to the State Board to amend 281 Iowa Administrative Code Chapter 32 by rescinding the chapter and adopting in lieu thereof a new one.

**Vote:** The motion carried unanimously.

## **V. Iowa Skilled Worker and Job Creation Fund Reports (ISWJCF)—Barbara Burrows**

The Division recently released fiscal year FY 2017 reports for the [Pathways for Career Employment \(PACE\)](#), [Gap Tuition Assistance](#), [Work-Based Learning Intermediary Network](#), and [Adult Basic Education \(ABE\) and Adult Education and Literacy Programs \(AEL\)](#). These programs are funded through the Department's allocation of the ISWJC, which was created to support worker training and job creation efforts with funding from the state's gaming industry receipts. A report was also released on the [Workforce Training and Economic Development Fund](#), which is a major source of funding for career academies, career and technical education (CTE), and general training/retraining expenses at Iowa's community colleges. Division staff that are responsible for each of the reports listed above are as follows:

### **A. Adult Education and Literacy—Program Year (PY) 2017 Annual Report (July 1, 2016 to June 30, 2017)—Alex Harris**

Alex Harris presented this report in response to the ISWJCF for the state appropriation for ABE and Adult Education Literacy (AEL) Programs (260C.50). This report was coordinated by the Division with the assistance of Iowa's 15 community colleges. As defined by Title II of the Workforce Innovation and Opportunity Act (WIOA), adult education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. Adult education offers solutions. Its history of responding to learners' needs continues to address the skill gap and economic demands of Iowa's workforce regions. Whether a learner's goals are related to personal improvement, family literacy, further training, or employment, undereducated adults in Iowa need a system that provides clear pathways and support.

Eligible institutions maintain the ability to provide the following AEL services as deemed appropriate by the community or needs of their students: 1) Adult basic education; 2) Programs for adults of limited English proficiency; 3) Adult secondary education, including programs leading to the achievement of a high school equivalency diploma or a high school diploma; 4) Instructional services to improve student proficiencies necessary to function effectively in adult life, including accessing further education, employment-related training, or employment); 5) Assessment and guidance services adhering to state's assessment policy; and 6) Programs and services stipulated by current and subsequent adult education legislation.

Listed below are some of the accomplishments achieved during fiscal year 2017:

- Continued high enrollment of participants (11,688)
- 90.5 percent of state funds (including carry-forward) expended
- 60.7 percent post-tested; 5,339 achieved an educational gain
- 95 percent statewide enrollment goal achieved
- Eight (8) out of 11 educational gain benchmarks achieved based on the federal U.S. Department of Education's Office of Career, Technical, and Adult Education targets.

## **B. Gap Tuition Program—FY 2017 Annual Report—Mike Williams**

Mike Williams reported that the Gap Tuition Program was established to provide funding to community colleges for need-based tuition assistance to applicants for the completion of continuing education certificate training programs for in-demand occupations. One component of eligibility for Gap tuition assistance is based on financial need. Criteria to be assessed in determining financial need shall include, but is not limited to, the applicant's family income for the 12 months prior to the date of application; family size; and county of residence.

Mike indicated that the this program helps cover the "gap" in financial assistance for non-credit, short-term training programs; and the eligibility "gap" for persons with incomes above the WIOA threshold for training funds. A total of 965 applicants were approved for tuition assistance under the Gap Tuition Program with a statewide completion rate of 79.9 percent. The most utilized programs in FY 2017 included commercial drivers' license; certified nursing assistant; and welding. The allocation for fiscal year 2017 was \$2M (plus \$357,670 FY2016 carry forward).

Mary Ellen Miller asked if the \$2M is an annual appropriation. The answer is yes. She indicated that when calculating per student it comes up to approximately \$2,000 apiece with an 87 percent employment rate, which is quite a great bargain. Miller indicated that these are the kind of stats that the legislature likes to see.

## **C. Pathways for Academic Career and Employment (PACE)—FY 2017 Report—Mike Williams**

Mike Williams also reported on PACE. He indicated that PACE is established to provide funding to community colleges for the development of programs that will lead to gainful, quality, in-state employment for members of target populations by providing them with both effective academic and employment training to ensure gainful employment and customized support services. Individuals included in target populations are those individuals who meet one or more of the following: 1) Are deemed by definition to be low skilled; 2) Earn incomes at or below 250 percent of the federal poverty level; 3) Are unemployed; 4) Are underemployed; or 5) Are dislocated workers.

A total of 3,361 applicants were approved for tuition assistance under PACE with a statewide completion rate of 84.4 percent. Programs eligible for funding for PACE shall be programs that further the ability of members of target populations to secure gainful, quality employment; that further partnerships linking community colleges to industry and nonprofit organizations; and that further the following program outcomes: 1) Acquire and demonstrate competency in basic skills; 2) Acquire and demonstrate competency in a specified technical field; 3) Complete a specified level of postsecondary education; 4) Earn a National Career Readiness Certificate; 5) Obtain employer-validated credentials; and 6) Secure gainful employment in high-quality local jobs.

Each community college receiving PACE funding shall develop a pipeline program in order to better serve the academic, training, and employment. This is the fourth year for PACE reporting. PACE funds are allocated pursuant to the community college state general aid distribution formula established in Iowa Code and are eligible to be carried forward to the next year. In FY 2017, the community colleges received a state appropriation of \$4,800,000 to implement the PACE program. Colleges made great progress in the implementation of their PACE funding in fiscal year FY 2017.

**D. Iowa Statewide Work-Based Learning Intermediary Network—FY 2017 Report—Pradeep Kotamraju (on behalf of Kelli Diemer)**

The Iowa Statewide Work-Based Learning Intermediary Network (henceforth, Iowa Intermediary Network) is now in its fourth year. Funded annually at approximately \$1.45 million, and divided equally among Iowa's 15 community colleges, the purpose of the program shall be to prepare students for the workforce by connecting business and the education system and offering relevant, work-based learning activities to students and teachers throughout Iowa. The primary goal of the Iowa Intermediary Network program is to align high school students' career interests with appropriate postsecondary educational opportunities, with the long-term result to position these students for successful career attainment. The Iowa Work-Based Learning Intermediary Network provided work-based learning experiences to 20,309 students.

Established in rule (Iowa Code 2014 Section 256.40), the Iowa Intermediary Network operated collaboratively as 15 regional intermediary work-based learning networks (one for each community college district). These regional networks are expected to target, at a minimum, in-demand industries particularly related to science, technology, engineering, or mathematics occupations, occupations related to critical infrastructure and commercial and residential construction, or the targeted industries of advanced manufacturing, biosciences, and information technology. Each intermediary network serves as a single one-stop point of contact by providing core services to school districts in their respective region. These core services include, but are not limited to, job shadows, student internships, and teacher or student tours.

Starting in FY 2014, the Department was appropriated the \$1.45 million for the development and implementation of an Iowa Intermediary Network. This funding was awarded on a competitive (grant) basis to the 15 regional intermediary networks.

State grant funds received by the regional intermediary networks are to be used to develop and expand work-based learning opportunities within each region. A match of resources equaling 25 percent is a requirement of the funding. This match can include private donations, in-kind contributions, or public monies. Funds may be used to support personnel responsible for the implementation of the intermediary network program components. All regional intermediaries are required to go through strategic planning with their advisory councils. The strategic plans include appropriate regional goals and measure results as needed by the area schools. In addition, the plans enable the advisory councils to review, analyze, and revise the current strategic plans through a continuous improvement plan model.

Each intermediary network has membership on the career and technical education (CTE) planning partnership with its region. The regional intermediary network coordinator has informed the CTE regional planning partnership of their activities, and in turn have informed their partners about the CTE redesign effort (HF 2392 implementation) that is currently under way. As a result, all 15 CTE regional partnerships have included promoting work-based learning as part of their multi-year strategic plan.

**E. Workforce Training and Economic Development Fund—Barbara Burrows (on behalf of Paula Nissen)**

The WTED Fund was established in 2003 as part of the Grow Iowa Values Fund and is currently funded through the Iowa Skilled Worker and Job Creation Fund (ISWJCF). The Division is annually required to provide the State Board of Education with the: 1) WTED Fund Annual **Progress Report** for the previous year; and 2) WTED Fund **Annual Plan** for the current/next year.

The WTED fund is allocated annually using the community college state general aid distribution formula as provided for in Section 260C.18A of the Iowa Code. The WTED fund also requires application of 70 percent of appropriated funds be used to support projects, programs, and initiatives that fall within Iowa's targeted industry clusters defined in statute as advanced manufacturing; information technology and insurance; alternative and renewable energy; and life sciences, which include the areas of biotechnology, health care, and nursing technology. Each community college is required to provide the Department of Education the opportunity to review and comment on their proposed use of the funds and to provide an ongoing accountability process. Each year, an annual progress report and plan for the next year, outlining the proposed use of the moneys appropriated, are to be submitted to the Department by September 30th.

Obligated/committed and planned carryover funds must be noted in the annual progress report and the annual plan with a documented reason for the carryover. Obligated/committed carryover indicates that the college has contracted for a product or service which has not yet been paid. The colleges have the flexibility to modify their plans as needed during the year without Department approval. Unexpended funds may be carried over to the next fiscal year.

**1. FY 2017 Annual Progress Report Approval**

The Division of Community Colleges and Workforce Preparation will provide the Iowa State Board of Education with the WTED Fund Annual Progress Report. Administration and oversight responsibility for the fund was transferred from the Iowa Economic Development Authority to the Department of Education, effective July 1, 2013 (FY 2014). This report is the third annual progress report produced and distributed by the Department of Education.

The full report outlines the programs, projects, and initiatives that the community colleges have implemented during the past fiscal year.

FY 2017 Allocation:	\$15,000,000
FY 2016 Carryover:	<u>\$ 1,915,657</u>
Total FY 2017:	\$16,915,657

All of Iowa's 15 community colleges submitted progress reports indicating they have fulfilled the required 70 percent threshold for training projects within Iowa's targeted industry clusters (88 percent expended in cluster areas). The clusters are defined in statute as advanced manufacturing; information technology and insurance; alternative and renewable energy; and life sciences, which include the areas of biotechnology, health care, and nursing technology. Overall expenditures totaled \$15,288,125 for FY 2017.

**Motion:** Bettie Bolar moved and Linda Allen seconded to move that the CCC recommend to the State Board to review and approve this report as part of the consent agenda.

**Vote:** The motion carried unanimously.

## **2. FY 2018 Annual Plan Approval**

The Division of Community Colleges and Workforce Preparation will annually provide the Iowa State Board of Education with the Workforce Training and Economic Development Fund (WTED) Annual Plan. Administration and oversight responsibility for the fund was transferred from the Iowa Economic Development Authority to the Department of Education, effective July 1, 2013 (FY 2014). This report is the third WTED annual plan produced and distributed by the Department of Education.

This report outlines the obligated and planned expenditures by program for FY 2018 (July 1, 2017 through June 30, 2018).

FY 2018 Allocation:	\$15,000,000
FY 2017 Obligated & Planned Carry Forward:	<u>\$ 1,627,532</u>
Total FY 2018 WTED Fund:	\$16,627,532

All of Iowa's 15 community colleges submitted their annual plans indicating where they plan to spend, at minimum, 70 percent of WTED Fund for training projects within Iowa's targeted industries. The targeted industries are defined in statute as advanced manufacturing; information technology and insurance; alternative and renewable energy; and life sciences, which include the areas of biotechnology, health care, and nursing technology.

**Motion:** Bettie Bolar moved and Mary Ellen Miller seconded to move that the CCC recommend to the State Board to review and approve the annual plans as part of the consent agenda.

**Vote:** The motion carried unanimously.

## **VI. Indian Hills Community College Interim Accreditation Report—Barbara Burrows**

Barb Burrows indicated this is a report of the evaluation of IHCC for continued state accreditation as an associate degree-granting institution. The Department of Education conducted the on-site portion of the evaluation on November 7-8, 2017. The findings reflect the work of the accreditation team during the interim review of IHCC.

IHCC is regionally accredited by the Higher Learning Commission (HLC) that conducts college reviews every five years. In an effort not to duplicate the HLC accreditation process, the state process reviews the most recent HLC report to see if any follow-up is needed and then focuses on the college's compliance with state criteria/standards. State standards are reviewed through a structured process by Department staff and community college peer reviewers. Because this was an interim review, the two peer reviewers did not join the Department accreditation team on the site visit.

Barb also added that IHCC has a large international population. They have established a large ESL program, as well as a summer boot camp offering intensive ELL instruction to international students who arrive on campus before the beginning of the fall term. The accreditation team was also very impressed with the equity review and the quality faculty plan. IHCC has a very welcoming environment and good diversity. We strongly recommend approval.

**Motion:** Mary Ellen Miller moved and Bettie Bolar seconded to move that the CCC recommend to the State Board to grant continued accreditation for IHCC. A state comprehensive accreditation evaluation will be conducted in 2023.

**Vote:** The motion carried unanimously.

## **VII. Annual Condition of Iowa's Community Colleges (CoCC) Report—Academic Year 2017— Jeremy Varner, Barbara Burrows, and Heather Doe**

Jeremy Varner introduced Heather Doe to the Council as she was the lead on the CoCC Report and was responsible for completely restructuring it. She indicated that we wanted to tell the “story” and what the story really tells us. Heather reported that this is the 20<sup>th</sup> anniversary of the CoCC Report. Last year staff started meeting within the Division to see that changes needed to be made to engage a wider audience. Division staff wanted it to be used and the message to be conveyed. We truly wanted to take the readers on a journey.

The CoCC Report provides information for all community colleges and the general public. Iowa's 15 community colleges serve hundreds of thousands credit and non-credit students. The CoCC AY 2017 data on programs, enrollment, awards, costs, financial aid, human resources, finances, etc. This data was reported by Iowa community colleges through the division's Management Information System (MIS) or was gathered from other resources that are identified in the body of the report.

The report provides a comprehensive overview, including academic year and trend data on enrollment, credit and noncredit programs, joint enrollment, adult education, online course delivery, student success, human resources, finances, and more.

This year's report sports a new look and organizational flow. The report takes readers on a journey and provides context to show how Iowa's community colleges play an important role in helping hundreds of thousands of students each year work toward a credential or degree, receive career training, earn a high school equivalency diploma, improve English language learning, or transfer to a four-year college or university.

Success stories help to put faces to the data and community and statewide collaborative efforts are featured to illustrate the widespread impact the colleges have on their communities.

The report shows how the role of community colleges are essential for workforce training and retraining, enhancing the quality of life of their local communities, and fueling local and state economies. Report highlights include:

- 132,694: The number of students enrolled in community college credit courses, down slightly from 135,567 the year before.
- 49,868: The number of jointly enrolled students who earned college credit while in high school, up from 47,907 the year before.

- 18,115: The number of credit awards earned, representing an award rate of 13.7 percent. This rate represents no change from the year before.
- 19,261: The number of non-credit awards earned. The majority of these awards (57.7 percent) were industry-awarded credentials designed to lead to or enhance employment opportunities.

The full Condition report, as well as disaggregated data tables and interactive data visualization tools, are available on the Department's [website](#). This report will also be distributed to the legislators.

#### **VIII. Iowa Central Community College (ICCC) Interim Accreditation Report—FY 2017 Resolution Follow-up (No Action Required)—Barbara Burrows**

The final resolution letter was presented to the CCC. Barb reported that this letter was sent to ICCC's president, Dr. Daniel Kinney, Jr., on December 5, 2017. The letter documented how each of the findings in ICCC's FY 2017 interim accreditation review have been resolved to the satisfaction of the Department's community college accreditation team.

The Department conducted ICCC's interim accreditation review on November 14-15, 2016, and the State Board approved their report and continuing accreditation on January 19, 2017. However, due to numerous findings, the State Board asked the accreditation team to follow-up with them regarding the college's progress to resolve its issues. Chair Knedler indicated that the State Board wants to hear the results. The results will be reported to the State Board meeting on Thursday, January 25<sup>th</sup>.

#### **IX. For the Good of the Order—Mike Knedler**

The meeting was adjourned at 5:05 PM. The CCC will meet face-to-face on Wednesday, March 28, 2018, 3:30 – 5:00 PM, at the Department of Education's ICN Room.